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## 4-H 229 Leadership Skills You Never Outgrow : Leadership Project Book II - Individual Skills for Older Members

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# Leadership

## Skills You Never Outgrow



## Leadership Project Book II

### Individual Skills for Older Members



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This project was printed by the Nebraska 4-H Department with permission of the Illinois 4-H Department. It was written, compiled, and adapted by:

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with counsel and assistance from other members of the 1984-85 Illinois 4-H Leadership Development Committees.

Other related publications:

Leadership: Skills You Never Outgrow, Book I: Individual Skills for Younger Members  
Leadership: Skills You Never Outgrow, Leader Guide  
Leadership: Skills You Never Outgrow, Helper Guide



# Introduction

Welcome to Book II of the leadership project. This project will help you build your leadership skills. In it you will do activities which can help you learn skills that will last for your whole life. You will work with a helper or in a group to learn more about yourself, your family, your friends and the groups in which you participate.

LEADERSHIP: SKILLS YOU NEVER OUTGROW is a different kind of project than most you have taken. It is a thinking and talking project. You'll do activities with other people that will help you learn the skills a leader needs. Not all the activities have "right" answers. Many activities have answers which are correct based on the situation. There are several important things you will want to know about this project before you start.

Read the following introduction sections each year you take the leadership project. They will help you understand how doing this project relates to developing leadership.

## Skill Levels of the Leadership Project

This project book is designed to help you, the junior or senior high school student to learn the basics of leadership. Book I is a younger member's book. It helps with some of the same basic skill level but is planned for members 9 to 11.

There are three skill levels in this leadership project. You should complete most of the suggested activities in this book or Book I before you go to the next skill level. Then you will complete most of Book III before you start the highest skill level in Book IV. The books start with basic skills and progress to more advanced skills.

In this project you'll start learning leadership skills by beginning with the skills you need to deal with your own life. You will grow by doing learning activities with help from one person as a helper. Later you'll be ready for more advanced skills used in working with groups of people. Take time in each level of the project to learn well the skills included. You can spend up to three years in each unit. The following describes what's included in the three levels of leadership covered by Books II, III and IV.

1 Book II has activities in it to help you build individual leadership skills. You will want to do many of the activities in this first skill level in a year or two and then move to the second skill level. If you have spent two or three years in Book I, you may have already developed many of the skills included in this book. In that case you may be ready to move on to the next level (Book III) sooner.

2 As you do more in groups and begin to know more and more people, you will be able to observe how groups work. Book III has activities that will help you to do a good job of observing how groups of people work together, being a part of the group, and improving your leadership skills in groups. You may serve on committees, or be elected to some offices.



The highest level of leadership involves helping groups reach their goals. Book IV has activities which you will carry out with other people. It suggests doing things that will put you in group leadership positions. This level gives you a chance to try out your skills in helping others achieve group goals.

### 3

You may start out by working with younger members in your own club or leading specific activities. Later you may want to try forming your own group by bringing together people who have a common interest, help the group decide on goals then help members plan and carry out activities to achieve the goals. This level really is practicing all the leadership skills which you have developed in earlier units of the project.



## What is Leadership?

Leadership is helping yourself or other people achieve goals. The ability to direct your life to get the results you want is leadership. Leadership gets more complex as you begin to work with other people. Skills beyond those you need to take charge of your own life are required to lead other people. Leaders need skills in working with people. They also need skills in examining situations so that they can decide what to do to help. And they need skills in helping people work well together in groups.

There are several ways you can lead. One way is "directive." In it the leader takes charge and tells followers what to do and how to do it. There is much concern for getting the goals accomplished and much less concern for the feelings of the group members.

Another way to lead is "laissez faire," a french expression that means "to let be." A laissez faire leader allows actions of the group to go in any direction members wish. He or she gives attention to keeping group members happy and doesn't worry much about when or how the group's goals are reached.

The third way to lead is the "democratic." In it the leader encourages group members to take responsibility for achieving group goals. Each contributes what he or she can for the good of the group. The leader is concerned with both completing the goal and the feelings of group members.

Many people think only the directive leader is leading. On the contrary, the skilled leader knows how to lead in all three ways and when to use each way. This project will help you learn the skills you need to lead in all these ways.



# How People Become Leaders

There have been several ideas over the years on what makes a leader and how to recognize a leader. From the time cavemen first began to live in groups, leadership was established by power. The person with the greatest size and strength and who could get the support of others became the leader. Soon skill with weapons added to the power of some.

It was not long before leaders found ways to pass on leadership positions to those they chose, often their children. One way to justify this process was to establish the belief that some people are born to be leaders. It became accepted that the children of chiefs, kings or emperors were the unquestioned natural choices to succeed them as leaders of the people. Since children of leaders were in a good position to observe first hand and practice the actions of leaders, they often were able to carry on family dynasties. However, some children of great leaders were not interested in or able to develop the skills of their parents.

As time passed a second idea about leadership, which was just the opposite developed. It was that leaders are made, not born. Those who held leadership positions attempted to develop future leaders in their own image. They tried to "make" leaders by teaching them to imitate the leaders behavior. However, this theory had loopholes. For instance, leaders were not always successful in selecting persons who had the capacity to be trained as leaders; or the circumstances were not the same as they were when the original leader was developing his leadership qualities. Often, the "made" leaders couldn't do what the leaders who chose them did successfully.

Out of this grew the theory that, once you found leadership qualities in a person, he would be a leader regardless of who he was leading or the setting in which he was to lead. It assumed that people who showed leadership in one situation would also be successful leaders in other times and places. This kind of thinking would conclude that the captain of the football team would make the best president for the student council. History has proved this assumption doesn't work out in many situations.

Leadership authorities today support the idea that the same people are not necessarily leaders all the time. Leadership needs change as the situation changes, and the best leaders are those who recognize when they should function as directive leaders, and when they should not. The best leaders do not have the need or the desire to be "front and center" all the time. They recognize that there may be more than one way to accomplish a goal. They explore all possible solutions and try to select the one that's best for the situation. They encourage others to share in the leadership of a group.



Good leaders give a lot of themselves. They pay attention to the tasks that need to be done and the personal needs of group members. They observe the actions of the individuals and the group, listen actively to individual and group members, and relate information to their previous experiences. Then they can choose the kind of leadership action to take in the situation.

Today, we believe that successful leaders have learned specific skills that help them lead. We believe that anyone who wishes to improve his leadership ability can do so by working on leadership-related skills and then apply them in situations where leadership is needed. Leadership skills become "natural" after much experience.

## Beliefs about Leadership

Following are the five current beliefs about leadership on which this project is based:<sup>1</sup>

- \*\*\*\* Leadership can be learned, just like other skills. It involves skills you use to direct your own life as well as those to lead others. It is not only abilities you have or know, but what you do with what you have that will determine success.
- \*\*\*\* Leadership is a helping process, whether it involves just one other person or a group. A leader focuses on accomplishments in helping people reach goals rather than personal recognition.
- \*\*\*\* Leadership is shared. Leadership opportunities can be divided among individuals so that individuals in a group can select roles best fitting their needs and interests. No one is a formal leader at all times.
- \*\*\*\* Leadership is a relationship between people. It is the way a person interacts with others and sensitivity to what others need. The skills a leader has are only important when they are used well with people.
- \*\*\*\* Leadership is shown at the right time and place. Different people lead at different times. The interaction between the leader, the group, and the goals may determine which way to lead. The group members, the situation, and the skills of the leader must all work together for the best results.

<sup>1</sup>These beliefs are adapted from Ellen Elliot, Teens Take the Lead, Northeast Teen Leadership Committee, Cooperative Extension Service of the Northeastern States, Cornell University, p. 2.

## Leadership Life Skills

Specific skills relate to being a good leader. These skills are the abilities you can use in many ways the rest of your life. Thus, we call them life skills. The seven leadership life skill areas you will learn in this project and what's included in each is listed here.

**Understanding Self**--understanding and developing a positive attitude about who you are, what you like and don't like, and what you want to be.

**Communicating**--effective two-way sharing of information through writing, listening, speaking, and body language.

**Getting Along With Others**--developing an understanding of how you relate to other people (one-to-one or with a group) and how you accept and appreciate the differences between others and yourself.

**Learning to Learn**--understanding the skills and methods that help learning take place and how you can be positive force in your own learning opportunities.

**Making Decisions**--learning steps and approaches to setting goals, solving problems and taking individual or group action.

**Managing**...choosing and using things available to get the things you want (to reach the goals set). This involves identifying resources (time, things, people or money), and using those resources effectively.

**Working with Groups**--learning how groups of people work together and how to help groups to accomplish their goals.





## Words to Know

Some meanings of words and expressions used in the leadership project may not be familiar to you. When you find an unfamiliar word, look it up in the dictionary and learn its meaning as it relates to leadership. Following are some words or expressions that have special meanings in this project and a definition for each:

- Helper**--a person you choose to assist you in making your personal leadership development plan, carrying out of the planned activities, and evaluating your accomplishments. Your helper should be more experienced in leadership skills than you are. He or she can be an older friend, teen, or family member.
- Leadership**--the process of helping individuals or groups reach their goals.
- Leadership Life Skills**--life skills that help individuals be effective as leaders. There are seven leadership life skill areas used in this leadership project.
- Leadership Project**--the 4-H project designed to help you learn leadership skills. Leadership: Skills You Never Outgrow gives 4-H members help in doing leadership projects by suggesting things to do to gain experience and practice leadership skills. The activities in this project book can be used by other youth and adults to help them learn leadership skills too.
- Leadership Project Leader**--an adult or older teen who takes responsibility for helping members of a club or group with the introduction, carry out, and evaluation of the leadership project with a club or group.
- Life Skill**--an ability that is necessary and useful for living throughout life. Life skills include thinking, doing and feeling skills that can be used in many situations.
- Learning Activity**--something to do designed to help you learn a skill. Activities include experiences to practice leadership life skills and discussion questions to interpret the experience and increase understanding.
- Personal Assessment Guide**--an evaluation tool you can use to assist in identifying leadership skills that may need strengthening.
- Project Planning Forms**--the sheets provided to 4-H members to record leadership project plans and write ideas about leadership learning and accomplishments.



# Getting Started with the Leadership Project

Begin your project by choosing someone to help you. The section of this project book that follows gives you some ideas about choosing a helper. It's important to do this first because your helper can assist with the rest of your project.

Next, you're ready to plan what you want to do and learn in the project this year. You'll want to think about the leadership skills you have already and which ones need work. The Personal Assessment Guide included in the introduction section of this book may help you discover some areas that need work.

Here are some suggestions to consider in setting goals for the year:

- \*Complete at least one learning activity in this book from each leadership skill area.
- \*Choose and do at least three additional activities in leadership skill areas you want to explore in more depth.
- \*Select some way you can practice your leadership skills in situations where you're helping people in your club or community. The Practical Applications List at the end of this introduction section will help you get some ideas.

Use your project planning form to record your goals, when you plan to do them and who will help. Depending on your age, you should use the appropriate form:

Ages 12-14 "4-H Project Plan and Summary" #R90312

Ages 15-19 "Project Goal Setting and Evaluation" #R90313

## Someone to Help You

It is very hard to learn leadership completely by yourself. It is also very hard to be a leader without more than one person involved. In this project you will select someone to help you with each of the activities as a helper, or you'll be working with a group. You will want to spend a few minutes thinking about people whom you feel can help you. Think of people you can talk with and share things about yourself. Your helper should be someone whom you think a lot of — an older teen, a youth leader or a family member. Choose your helper carefully.

Decide on one or two, and then talk with your first choice. Describe the leadership project. Explain that you would like to have him or her help you by listening and helping you think about leadership skills areas. Tell him or her that you will be doing about ten activities, so you would need to get together 5 or more times to do them all. You will want to share a copy of the Leadership: Skills You Never Outgrow Helper's Guide so that he or she can see what helpers do.



Since you are the person who is wanting to increase your skills in leadership, it is up to you to get your project under way. Take responsibility for planning what you want to do, and then complete the activities with your helper.

Plan a time to work with your helper. Talk with him or her and select a time which is convenient to both of you. Plan both a starting and ending time which will allow you time for one or more learning activities and discussion. Determine ahead of time which activities you will do review them before your time together. In planning the time and place, be sure that there will not be interruptions.



## Doing the Learning Activities

Each of the learning activities in Book II is presented in the same way. As you look at an activity, there are three distinct parts:

- the heading - located on the upper left corner,
- the activity instructions - spread across the wide portion of the page, and
- the discussion questions - found in the lower right corner.

The lines in the heading are a summary of the learning activity. They contain title, a brief description of the purpose of the activity, what can be expected in the activity and whether the focus of the activity is on the individual member working with a helper or a group of members working together.

The instructions explain how to do the activity. It is a good idea to read the activity through ahead of time. Have any materials needed available before beginning. All the activities are to be done either with a helper (Focus: Individual) or in a group (Focus: Group).

The final part of the learning activity is found in the discussion questions. These questions are very important, and although you may not use exactly the same questions, the idea is to talk about and discuss what happened in the learning activity.

You may think that doing the activities is the important part of the leadership project, but the really important part for learning leadership skills is the discussion you have with your Helper. Usually when we talk about an idea, or discuss our feelings, it helps us to understand better what is happening and eventually to learn more. Think about other situations that are similar to your observations doing the activity. Plan to spend about the same amount of time discussing the activity afterwards as you did in doing the activity.

Sit comfortably with your helper (or group), going through the activity and the discussion questions. Allow yourself the opportunity to explore other questions that may come to mind. Encourage free and open communication, with the understanding that what you discuss is private and confidential. Even though this is your project, your helper may want to tell you some of his or her thoughts too. This will help you understand each other better and feel closer.

At the time to end an activity session thank your helper before you leave. You may want to schedule another visit then. Record your learnings or accomplishments on your planning form.

At the end of the project, be sure other sections of the planning form are completed. You'll want to include presentations or exhibits you've made about your leadership project. Other sections of the form will cause you to think about what you have learned in the project and what you want to learn next year.





## Personal Skill Assessment Guide

Rate your leadership life skills by circling the number following each statement which most closely indicates how you rate your ability to do what is listed. If you do it very well, mark a "3"; mark a "2" if you do it moderately well or okay; and mark a "1" if you need improvement or do it poorly.

- |   | (very well) | (okay) | (poorly) |
|---|-------------|--------|----------|
| 1. I feel good about myself and my abilities... | 3           | 2      | 1        |
| 2. I am enthusiastic.....                       | 3           | 2      | 1        |
| 3. I understand and know what I value.....      | 3           | 2      | 1        |
| 4. I can admit and deal with mistakes.....      | 3           | 2      | 1        |
| 5. I can keep records.....                      | 3           | 2      | 1        |
| 6. I can speak before a group.....              | 3           | 2      | 1        |
| 7. I am a good listener.....                    | 3           | 2      | 1        |
| 8. I can teach others.....                      | 3           | 2      | 1        |
| 9. I accept and care about others.....          | 3           | 2      | 1        |
| 10. I encourage others.....                     | 3           | 2      | 1        |
| 11. I meet and get along with others.....       | 3           | 2      | 1        |
| 12. I trust other people.....                   | 3           | 2      | 1        |
| 13. I can ask questions.....                    | 3           | 2      | 1        |
| 14. I can be open minded.....                   | 3           | 2      | 1        |
| 15. I can see things objectively.....           | 3           | 2      | 1        |
| 16. I can learn from others.....                | 3           | 2      | 1        |
| 17. I can set and carry out goals.....          | 3           | 2      | 1        |
| 18. I can identify and use resources.....       | 3           | 2      | 1        |
| 19. I can make choices.....                     | 3           | 2      | 1        |
| 20. I know what's important to me.....          | 3           | 2      | 1        |
| 21. I can plan programs.....                    | 3           | 2      | 1        |
| 22. I can evaluate people and programs.....     | 3           | 2      | 1        |

23. I am a responsible person.....3.....2.....1...
24. I can delegate responsibility.....3.....2.....1...
25. I cooperate with others.....3.....2.....1...
26. I can work as a team member.....3.....2.....1...
27. I can follow as well as lead.....3.....2.....1...
28. I can involve people.....3.....2.....1...

\*\*\*\*\*

#### SCORING:

Each statement represents one area of leadership life skills. Add together the numbers you circled as instructed below and divide by 4 to identify your average skill in each leadership skill area:

Understanding Self: add statements 1-4, divide by 4 = \_\_\_\_\_

Communicating: add statements 5-8, divide by 4 = \_\_\_\_\_

Getting Along /Others: add statements 9-12, divide by 4 = \_\_\_\_\_

Learning to Learn: add statements 13-16, divide by 4 = \_\_\_\_\_

Making Decisions: add statements 17-20, divide by 4 = \_\_\_\_\_

Managing: add statements 21-24, divide by 4 = \_\_\_\_\_

Working with Groups: add statements 25-28, divide by 4 = \_\_\_\_\_

Using these averages as a guide, you can determine in which life skill areas you may want work to develop more skills.



**Leadership**  
Skills You Never Outgrow



## Practical Applications

Taking a leadership project will prepare you to take on leadership roles in your club or community. It is important that you try some of your leadership skills helping people in your club or community. Whether you help individuals or groups, you will discover that leadership requires you to serve and help others.

The next two pages list ideas of things you can do in 4-H to serve in a leadership role. There are, of course, many others. To become an effective leader, try a variety of these activities. They will give you a chance to use and apply thoughts and skills you gain by doing the learning activities. Grow in your leadership abilities by trying another new, more difficult role after you successfully complete a role.

### With young people:

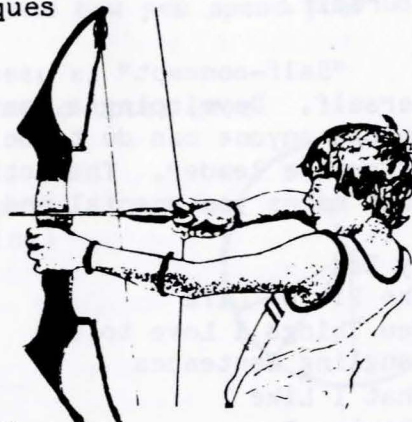
- Invite and involve new members in the club
- Work on a membership committee to recruit members for the club
- Assist new members in the selection of projects and goal setting
- Help a new member learn the club pledge
- Help members fill out enrollment forms
- Serve as a big brother or sister to a new member
- Serve as a leadership project helper for a beginning member
- Explain 4-H and the local club's program to new member and parents
- Help with project goal setting and evaluation
- Demonstrate simple parliamentary procedures
- Urge new members to participate in business meetings
- Help a member practice or review what was taught at project meeting
- Help a member with demonstration or talk
- Help a member prepare for a club tour or achievement day

### In club organization:

- Assist the club president to prepare agendas for meetings
- Help officers understand parliamentary procedures
- Assist club secretary in keeping minutes, treasurer in financial records and reporting
- Help members in hosting meetings and serving refreshments
- Secure meeting locations
- Recruit new leaders for the club
- Help select a community project for the club
- Arrange a judging exercise or meeting
- Invite a parent to a club event
- Lead club activities
- Notify families of club activities
- Help plan the club program
- Participate in a committee

### With projects and activities:

- Help leaders with a project meeting
- Supervise project work of younger member
- Teach members how to lead and groom animals
- Teach members modeling and personal appearance techniques
- Help members prepare for a "bowl" contest
- Assist with judging training
- Teach members demonstration and speaking techniques
- Help with club group projects and activities
- Arrange a club tour
- Organize a window display
- Help find transportation for others
- Conduct project workshops
- Plan a field trip



### With community and county 4-H activities:

- Serve as camp counselor
- Coordinate community/club displays
- Participate in curriculum committees
- Promote club and county opportunities in the media
- Arrange for programs of special interest to teens
- Assist with fund raising projects
- Assist with exhibits at the shows or fairs
- Serve as host or hostess
- Arrange for speakers or judges
- Assist in teen organizations
- Coordinate county, state, or international exchange opportunities

### With civic and school activities:

- Attend community activities
- Volunteer for youth leadership roles
- Observe governmental bodies at work
- Assist with community celebrations
- Volunteer for political or social concern campaigns
- Plan and carry out environmental clean up activities
- Participate in community service organizations (health services, safety, beautification, government, conservation, handicapped, abuse programs, etc.)





# Understanding Self

You are a very special person. You are unique. You have many talents and qualities that make you special. Learning about yourself--what's important to you, your likes and dislikes, and your interests and skills--is an important part of understanding yourself. The more you know about yourself, the better you will like yourself. You will also understand your feelings and why it is important to feel good about yourself.

"Self-concept" is used to describe how each of us sees himself or herself. Developing a positive self concept is one of the most important things anyone can do to be successful in life. It is essential to be an effective leader. The activities in this section will help you recognize what makes you special and learn to like who you are.

My Bag  
The Pie of Life  
Ten Things I Love to Do  
Dangling Sentences  
What I Like  
Sharing Poems  
I Like This  
Set Yourself A Goal  
Collage

Family & Friends  
Who Am I  
Talking 'Bout Afraid  
What's So Important?  
Advertising Myself  
Personality Traits  
Minding Manners  
TV Interview

---

Learning Experience: **My Bag**<sup>8</sup>  
Leadership Skill: Understanding Self  
What To Do: Cut out pictures, words,  
Focus: Individual



Do this activity with your helper::

Cut out pictures and words that describe you from magazines, newspapers, etc. or draw things that describe you on small pieces of paper.

Attach pictures and words you want to share with other people to the outside of a paper bag or other object. Place those you do not want to share inside. Share your bag with your parents, helper, or a friend.

**Interpreting:** What did you learn about yourself?  
How hard was it to decide which things went inside the bag?  
Thinking about the things inside the bag, who would you share them with?  
How do you think this will change in the future?

Learning Activity: **The Pie Of Life**<sup>8</sup>  
Leadership Skill: Understanding Self  
What To Do: Draw your own pie of life  
Focus: Individual

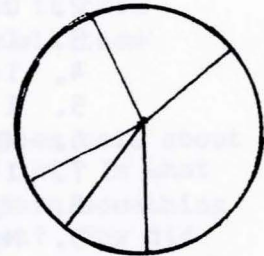


Do this activity with your helper:

Examine how you spend your time. This exercise will give you some new information on what you value and how you spend your time.

How many hours do you spend (the hours should total 24):

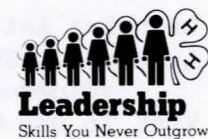
- \_\_\_\_\_ Sleeping
- \_\_\_\_\_ With friends
- \_\_\_\_\_ Working away from home (include school)
- \_\_\_\_\_ Doing chores at home (include studying)
- \_\_\_\_\_ With your family (include meals)
- \_\_\_\_\_ Pursuing a hobby by yourself
- \_\_\_\_\_ Doing things with your friends
- \_\_\_\_\_ Doing other things \_\_\_\_\_



Draw a pie graph that represents 24 hours in a day. Divide the pie into sections to represent how you use your time in a day.

**Interpreting:** What interesting things did you learn about yourself? How would this vary from day to day, or as you grow older? What things do you think might be changed?

Learning Activity: **Ten Things I Love To Do**<sup>9</sup>  
Leadership Skill: Understanding Self - values  
What To Do: Write things you love to do  
Focus: Individual



Do this activity with your helper:

Write down ten things you love to do. They may be large or small. After you have made the list, review the list and think about how much time you currently devote to each activity.

Now, select one activity and share with your helper five advantages, pleasures, benefits, or satisfactions you get from the activity.

**Interpreting:** What did you learn about yourself in this activity? How would this change if you did it other times during the year? What are the characteristics of the activities listed?



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Learning Activity: **Dangling Sentences**<sup>9</sup>

Leadership Skill: Understanding Self - values

What To Do: Finish the sentence

Focus: Individual



Do this activity with your helper:

Complete the sentences below orally or write your answers on a piece of paper.

1. My secret desire is...
2. On weekends, I like to...
3. In a group I am...
4. If I had \$100, I would...
5. I get angry when...
6. What I want most is...
7. I'm happiest when...
8. My best quality is...
9. My parents are...
10. I have accomplished...

If you want, add new sentences.

**Interpreting:** What were the hardest sentences? Why were some easier or harder than others? Were there similar themes in some of your answers? What other conclusions do you have from this activity?

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Learning Activity: **What I Like**<sup>5</sup>

Leadership Skill: Understanding Self - values

What To Do: Write about a special hobby

Focus: Individual



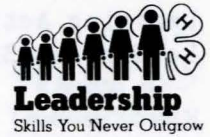
Do this activity with your helper:

Choose a favorite hobby or 4-H project. Write a brief description of it on the top of a piece of paper. Now answer the following questions about the hobby or project. You may write or draw illustrations on your paper.

1. What is the best part of this project?
2. What part is the hardest?
3. What have I done best in this project?
4. What did not work or needed improvement?
5. What do I want to do next time?

**Interpreting:** Discuss how you decide what is important to you? What things about this project showed something about you as an individual? How can you see these same important beliefs (values) in other things you do?

Learning Activity: **Sharing Poems**<sup>5</sup>  
Leadership Skill: Understanding Self -  
values  
What To Do: Find and share a special  
poem  
Focus: Individual



Do this activity with your helper:

Select a poem that means something to you. It may be about a person, a pet, the land or nature, but choose one that really says something you believe! Share the poem with your helper and family, reading it at least twice so they can appreciate it too. Have them talk about what they think it means and then tell them what it means to you.

**Interpreting:** In what way does the poem tell about something you believe in? In what ways do you feel you have something in common with the poet? How did your friend or family add to your understanding of the poem? How were your ideas similar to theirs?

Learning Activity: **I Like This**<sup>2</sup>  
Leadership Skill: Understanding Self -  
Values  
Want To Do: Collect pictures  
Focus: Individual



Do this activity with your helper:

Choosing from the following statements, write one at the top of a page. Then collect colored pictures from magazines and/or draw some that show what you would be doing in this situation. The pictures should show only what you want; do not include what your friends or family would say or do. You may do more than one, but use a separate piece of paper for each.

- a. I am like this on a hot day.
- b. I am like this on a cold day.
- c. I do this when I'm tired.
- d. When I feel sick, I want this.
- e. I like to play this with my friends.
- f. I consider this to be "baby" action.
- g. These foods mean "Christmas" to me.
- h. This makes me feel grown-up.
- i. These foods mean "a party" to me.
- j. I think of this as very expensive.
- k. I would think of this if I were poor.

**Interpreting:** How are many of the pictures similar or different? What made you choose just these things? How do you think the things you selected now will change in five years? How?



Learning Activity: **Set Yourself A Goal**<sup>15</sup>

Leadership Skill: Understanding Self -  
goals

What To Do: Set a goal each week

Focus: Individual



Do this activity with your helper:

Think about something you would like to do. Try to make a specific goals that you can accomplish in a day. List several on a sheet of paper. Choose one and a day that you will accomplish it. Now plan for the day to happen. Be sure to live the day as you want to according to your goal. You may want to share your goal with others.

**Interpreting:** What types of goals were you able to identify? How could the goals have been accomplished in other ways? How did you feel after the goal was accomplished? How else could you use this idea of goal setting?

Learning Experience: **Collage**<sup>8</sup>

Leadership Skill: Understanding Self

What To Do: Make a collage

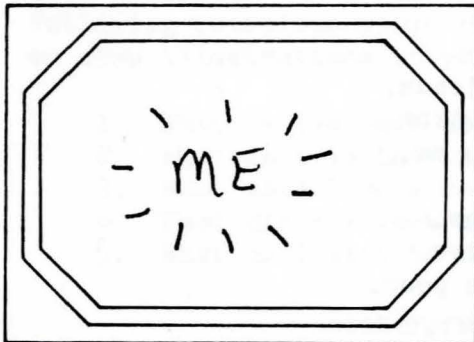
Focus: Individual



Do this activity with your helper:

Look through magazines and newspapers and find pictures, cartoons, words, and phrases that you feel describe or represent some aspect of you. Arrange them on a poster board or piece of wood and glue them in place.

**Interpreting:** What things do you see that seem to be similar? What pictures or cartoons, etc. show your feelings? How is this picture of you different than one you might have done one year ago?



Learning Activity: **Family & Friends**<sup>2</sup>  
Leadership Skill: Understanding Self - disclosure  
What To Do: Complete the chart  
Focus: Individual



Do this activity with your helper:

Think about things you do with other people. The following chart includes a list of activities that can be shared. Complete the chart, checking the column that shows who you would like to share the activity with.

Add five activities that you especially enjoy sharing with either your family or peers.

ACTIVITY	PREFER TO SHARE WITH FAMILY	PREFER TO SHARE WITH FRIENDS	ENJOY SHARING WITH BOTH FAMILY & FRIENDS
1. Going on a picnic			
2. Bowling			
3. Watching TV			
4. Jogging			
5. Going to a dance			
6. Going to church			
7. Going to a game			
8. Shopping			
9. Playing games			
10. Talking about everyday things			
11.			
12.			
13.			
14.			
15.			

**Interpreting:** Which activities were completely different for family and friends? What reasons do you think make this true? How do family and friends make a difference in what you do? What about your activities with family or friends that you would like to change? What would you prefer to do?



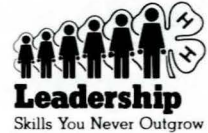
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Learning Activity: **Who Am I?**<sup>4</sup>

Leadership Skill: Understanding Self - disclosure

What To Do: Describe all the people you are

Focus: Individual



Do this activity with your helper:

Make a check list of all the "people" you are. Be sure to include all of the different relationships you have, as well as the organizations you belong to.

**Interpreting:** How many different "people" are you? In what ways are your friends (or family) like you? Which traits can you change if you want to?

---

Learning Activity: **Talking 'Bout Afraid**<sup>3</sup>

Leadership Skill: Understanding Self - disclosure

What To Do: Talk about your concerns

Focus: Individual



Do this activity with your helper:

Make a list of the fears or concerns you have about school. For example, do you fear talking about your opinions because you wonder what others will think? Do you fear authority and try to please? Do you worry about making passing grades?

After you've listed your fears, think about ways to deal with them:

- \*think about all the ways you have dealt with past fears,
- \*think how people who are older than you might handled these fears,
- \*think of how a friend might handle them,
- \*talk with your helper about how he or she handles fears, and
- \*think about how some well-known person might handle fears.

Write down some specific things you can do to deal with your fears.

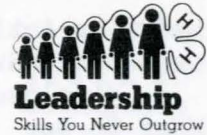
**Interpreting:** How are some of your concerns alike (or different)? Are there other fears in other situations that seem to be alike? How do you feel about talking with your Helper about these things? How does breaking these fears down into specifics help to work with them?

Learning Activity: What's So Important?<sup>5</sup>

Leadership Skill: Understand Self  
disclosure

What To Do: Sharing about me

Focus: Individual



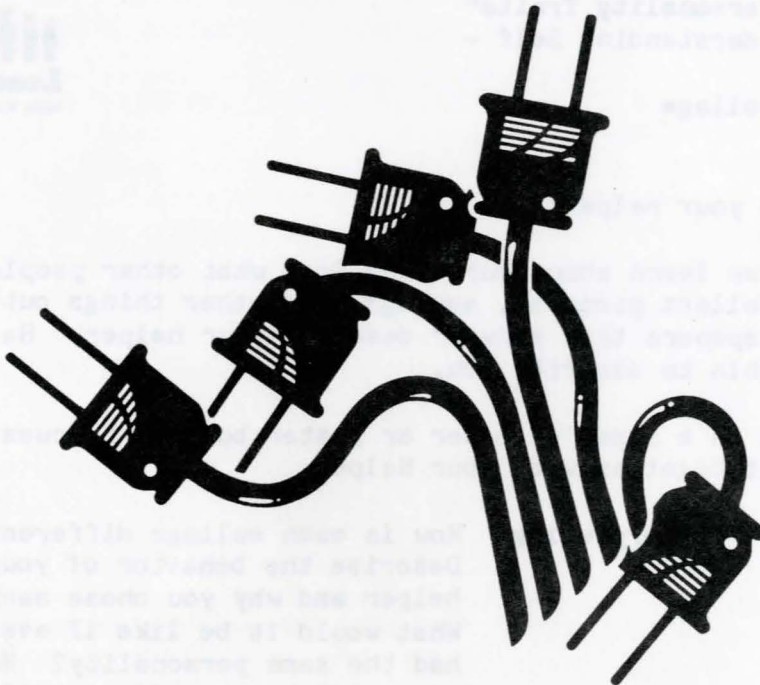
Do this activity with your helper:

Make a list of things you use around the house that use electricity. This includes anything that plugs into an electric outlet that you use fairly often.

Now draw a line through the three things you could live without the easiest. For example, if there were a power shortage and you had to cut down on the use of electricity, which could you give up the most easily? These are the three things that you would cross out.

After this had been completed, draw circles around three things that would be the last things you would want to give up.

**Interpreting:** Why were the circled items most important? What made the decisions or choices hard to make? What other situations can you think of that might have decisions that are hard to make? What does this tell you about yourself?





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Learning Activity: **Advertising Myself**<sup>5</sup>  
Leadership Skill: Understanding Self -  
disclosure  
What To Do: Make an ad for yourself  
Focus: Individual



Do this activity with your helper:

There are many parts to each of us. There is a physical part -- the color of our hair, whether we're short or tall. There is a psychological part, which includes how we feel -- whether we're happy, sad, how we think, what we like to do; and there is a social part the roles and relationships we have with other people, such as son, daughter, friend, or fellow 4-H member.

Make a brochure advertising yourself. Look through magazines, newspapers, etc., to find words or pictures that describe or advertise you, and glue words or pictures on a piece of paper to form a brochure.

After you have completed your brochure, advertise yourself to your helper or family using the brochure.

**Interpreting:** What things are most important about yourself that you had to include? What things did you want to leave out? How did you show your feelings? What did this tell you about yourself?

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Learning Activity: **Personality Traits**<sup>2</sup>  
Leadership Skill: Understanding Self -  
Feedback  
What To Do: Make a collage  
Focus: Individual



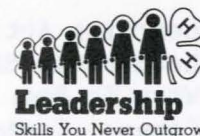
Do this activity with your helper:

Many times we learn about ourselves from what other people say about us. Collect pictures, sayings, and other things out of magazines or newspapers that show or describe your helper. Have your helper do this to describe you.

Paste these on a sheet of paper or poster board. Discuss what you have put together with your Helper.

**Interpreting:** How is each collage different? Describe the behavior of your helper and why you chose each item. What would it be like if everyone had the same personality? How might your collage be different if it were done by your parents, teacher or best friend?

Learning Activity: **Minding Manners**<sup>4</sup>  
Leadership Skill: Understanding Self -  
behavior  
What To Do: Find out about manner  
Focus: Individual



Do this activity with your helper:

Plan to do several of the following suggestions:

Read about making introductions and proper ways of meeting people. Decide the best way for you and practice until you feel you can do a good job.

Make a notebook with pictures or cartoons that shows good and poor manners. Talk about how you would correct the poor manners.

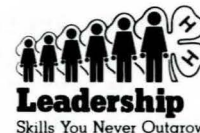
Read about good table manners and practice good table manners at home. Plan and take a field trip to a local restaurant to practice these skills.

Flash Card Review - Collect pictures showing good and bad personal skills. Make into flash cards and test your family or helper with them.

**Interpreting:** How did these experiences help you in developing good manners? What should you do if you are unsure of the right thing? What things could do to help you increase your skills?



Learning Activity: **TV Interview**<sup>5</sup>  
Leadership Skill: Understanding Self  
What To Do: Conduct a mock interview  
Focus: Individual



Do this activity with your helper:

Have your helper act like a TV reporter and interview you. To set an atmosphere of reality, your helper may want to begin by saying, "This is \_\_\_\_\_ reporting for , WTAL news in \_\_\_\_\_, Illinois. Today, we are here to interview \_\_\_\_\_, a local member of our community. After your Helper is finished, you may also want to conduct an interview with him or her.

Suggested interview questions:

1. How old are you?
2. If you could be any age, what age would you like to be?
3. Did you go on vacation this year?
4. If you could go anywhere in the world next year, where would you go?
5. Do you have a pet? What kind?
6. What kind of work do you want to do when you are older?
7. Do you think you will go to college?
8. Do you like to be teased by other people?
9. Do you ever tease other people?
10. Would you want to be president of the United States? Why or why not?
11. Would you like to live in the city, in a small town, or on a farm? Why?
12. If you had \$100 cash, what would you do with it?
13. Do you ever get mail? From whom do you get mail?
14. What's a good 4-H member? Are you a good 4-H member?
15. If you could live anywhere in the world, where would you live? Why?
16. When you are sitting with a group of your friends, do you usually talk or listen?
17. Can you usually get your friends to do what you want?
18. What could we do to get more of your friends into 4-H?
19. Will you be a cigarette smoker? Why or why not?
20. What size is your family? Do you wish you had a larger or smaller family, or is your family just the right size?
21. Do you feel that you do your best work all of the time?
22. Who should do the work on a 4-H project? What is the purpose of 4-H projects?
23. Is it harder to win or to lose? Why?
24. Do you like to compete in contests?
28. How many years do you plan to be in 4-H? Why?
29. What is leadership?
30. Have you ever been a leader? What did you do?

**Interpreting:** How were you honest about your answers? In what way were the questions about values harder to answer? How do you think answering value questions will help you later? How can we show that people's opinions are important?

# Communicating

Each day is filled with many kinds of communication. You talk with your friends, listen to the radio, watch television, write homework, talk on the telephone or read a book. Communicating is a part of almost everything you do.

Communication is simply an exchange of information—both giving and receiving. Talking, listening, reading, and understanding face and body movement are communication skills you use every day. But communication also includes what you do and how you do it. How aware are you of the many ways you communicate each day? Try the following learning activities. They will help you learn what communicating is and how to be a better communicator.



Ways People Communicate  
Sounds of Silence  
Back to Back  
Messages  
One Picture Equals  
Appreciation  
Is My Line Busy?  
Listening Together  
Family Listening  
Story Writing

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**Learning Activity: Ways People Communicate<sup>14</sup>**  
**Leadership Skill:** Communicating  
**What To Do:** Show ways we communicate  
**Focus:** Individual



Do this activity with your helper:

Discuss the ways that people communicate with one another. List as many as you can (radio, talking, telephone, actions, etc.) First think about our country and then consider other countries and the different methods used in sharing thoughts and ideas.

You may want to write them down and then find or draw pictures. Design a bulletin board or paste all of the ways on a poster board.

**Interpreting:** How many different ways do we communicate with each other? Which ways of communicating do you use more than others? What communicating skills do you want to improve?



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Learning Activity: **Sounds of Silence**<sup>12</sup>  
Leadership Skill: Communicating - non-verbal  
What To Do: Act out several emotions  
Focus: Individual



Do this activity with your helper:

List five emotions that you think you or your family have shown in the last week. Talk about how you were able to identify what those emotions were. Once you have discussed several emotions, act some emotions out. You may act out alone or with another person. Have your helper try to guess which emotion you are representing. Trade places and have your helper act out some. If you need some ideas, there are some emotions listed below:

Love, sorrow, fear, satisfaction, surprise, happiness, anger

**Interpreting:** What emotions sometimes look the same? What parts of the body do you look at when you are trying to understand a person's emotions? Do you feel that many emotions have actions that are clearly recognizable?

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Learning Activity: **Back to Back**<sup>6</sup>  
Leadership Skills: Communicating - non-verbal  
What To Do: Talking without looking at each other  
Focus: Individual



Do this activity with your helper:

Sit back-to-back with your helper and talk about something that happened to you lately -- something that was a really good experience.

After about one minute stop your sharing and move about five feet away from your partner. Be sure you stay back-to-back and continue talking for another 30 seconds. Stop your conversation and ask the helper to share what his or her feelings are. After your helper shares feelings, talk about how you felt.

Do the exercise again. This time have your helper talk about some thing good that has happened to him or her lately. Be sure to do everything the same again.

**Interpreting:** When you talk, do you look at your listener's eyes? How important is it to you to be able to see the listener's eyes? Did you find yourself missing the non-verbal (non-spoken) hand and body motions and expressions of the face? How easy was it to concentrate on what you were saying? Did your partner have trouble concentrating?

Learning Activity: **Messages<sup>2</sup>**  
Leadership Skill: Communicating - non-verbal  
What To Do: Observe messages sent  
Focus: Individual



Do this activity with your helper:

People use many ways to communicate including the words they say, tone of voice, volume, and body movements. Decide on a place to observe people (a shopping mall, library, train station, airport, school or church). Watch how people communicate with one another, note if it is talking, non-verbal movements the face or parts of the body) listening, or written. Write notes about what you see.

**Interpreting:** What types of communication did you observe? How were the messages given and received? How does not saying anything play a part? How can body language improve communication skills with others? How did body language support or conflict with verbal communication? What do you suppose would happen if you couldn't use language when you talked?

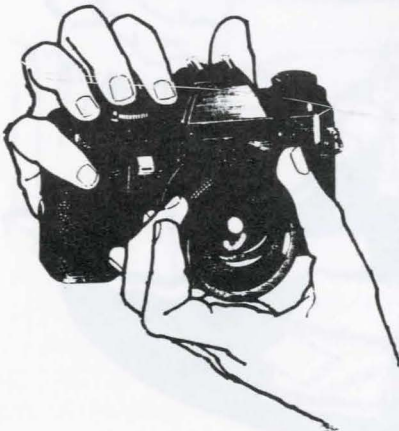
Learning Activity: **One Picture Equals<sup>4</sup>**  
Leadership Skill: Communicating - non-verbal  
What To Do: Collect pictures  
Focus: Individual



Do this activity with your helper:

Collect magazine pictures or take photos that show "body language." These would be of people whose body actions tell what they are feeling or thinking. Organize them into a booklet, and write captions on what they say to you. Look at hands, arms, shoulders, feet, legs and whole body positions as well as faces.

**Interpreting:** What different meanings could some of the body positions have? What are the body positions or facial expressions that indicate a specific feeling or idea? How can we put together both body position and spoken word to understand what people really mean?





Learning Activity: **Appreciation of Others**<sup>11</sup>  
Leadership Skill: Communicating - non-verbal  
What To Do: Greeting others  
Focus: Individual



Do this activity with your helper:

Simple phrases such as "Hello" or "How are you today?" are heard almost every time we talk to someone, yet the greeting has a very important use. When we meet other people we have the chance to greet them or to ignore them. We usually say "hello" (a form of verbal communication) or we can just wave (a form of non-verbal communication).

Non-verbal just means "without words." Think about the times you've been smiled at by a friend, or even by a stranger, at school, in a grocery store, at a gas station, or across the room at a meeting. How did it make you feel? For many of us, it means that somebody really does care about us.

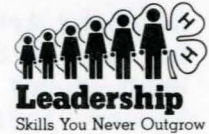
Talk with your helper about the people you saw today. Write down in a notebook what you observed when these people met someone they knew. Make special note if they used non-verbal communication.

Talk about the most common ways of greeting people, and what else we can say or do that would make people feel they are special. You may want to set a goal to try some of these yourself.

**Interpreting:** What are the most common ways of greeting one another? How can you tell if someone is a special friend? What forms of greetings were both spoken and non-verbal? What kinds of greetings show the most enthusiasm? How do you like to be greeted? Why?



Learning Activity: **Is My Line Busy?**<sup>11</sup>  
Leadership Skill: Communicating - listening  
What To Do: Read and share  
Focus: Individual

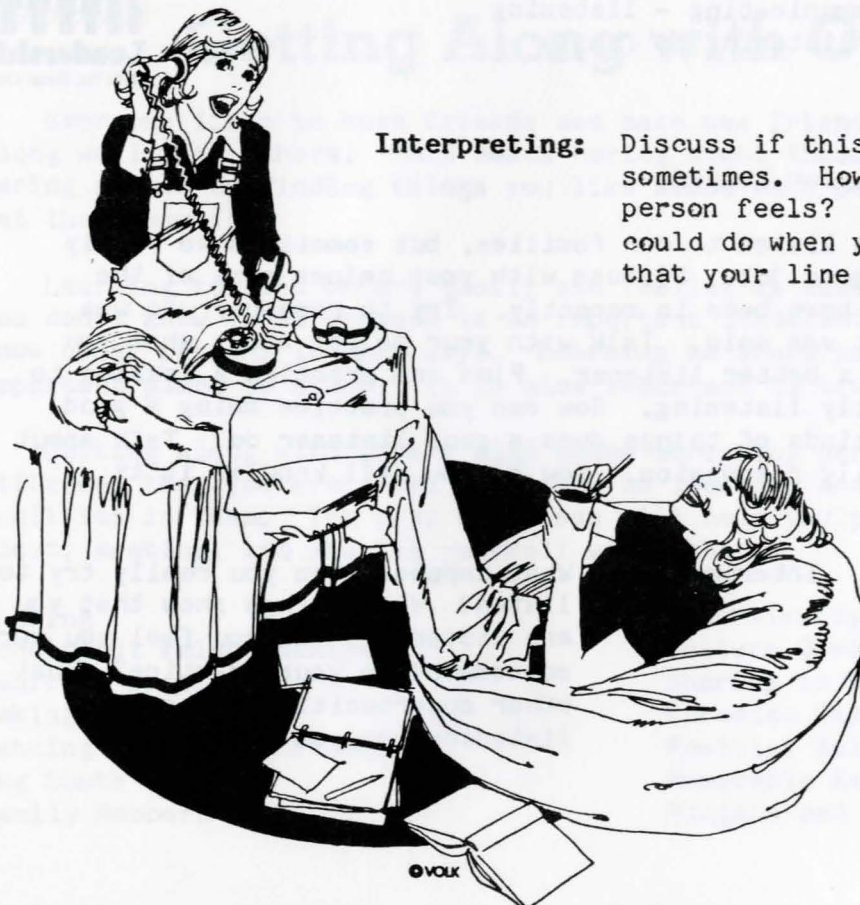


Do this activity with your helper:

Read the following paragraphs and discuss with your helper.  
"Sometimes when people phone me, I say hello with my mouth, but my mind is busy. I don't really hear what the other person is saying. I'm too busy thinking about other things I have to do or the things I like or don't like about the person calling. When I meet a person and he or she starts telling me something, I sometimes look like I am interested and listening while my mind is wandering. If they ask me a question, both of us soon discover that my line is busy."

Fortunately, my line is not always busy. There have been times when people want to share concerns. Somehow I manage to listen then. In most cases, I didn't have the answer to the problems, but my listening serves as a kind of mirror to help them to see themselves in their situations, and to solve, at least in part, their own problems."

Unfortunately, most of us have a busy line, sometimes. Even when we get calls from those who are special to use we somehow take them for granted. Then one day we wonder why they are no longer willing to talk with us and to share with us. We feel left out, hurt and ask, "How did it happen?" Maybe it's because our "lines was busy."

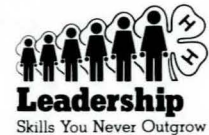


**Interpreting:** Discuss if this is true for you sometimes. How do you think the other person feels? Are there things you could do when you listen to others so that your line won't be busy?



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**Learning Activity: Listening Together**  
**Leadership Skill: Communicating - listening**  
**What To Do: Share a listening experience**  
**Focus: Individual**



Do this activity with your helper:

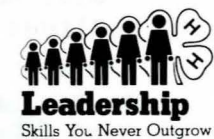
Select and listen to a speech, demonstration, or public meeting together. When you go to listen, take a notebook along, and during the presentation, write down something you learned or thought was important. Outline the main points.

After the speech or presentation is over, write down two or more things you would like to know about the topic. See if you can write a question. Share what you wrote in your notebook with your helper.

**Interpreting:** Discuss what you and your helper listened to, and if the ideas you each noted were different. Why do you think they were different? What things did you both think were important? What things did you want to learn more about? How could you make up questions from things you wanted to know?

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**Learning Activity: Family Listening**  
**Leadership Skill: Communicating - listening**  
**What To Do: Practice listening to family members**  
**Focus: Individual**

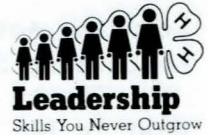


Do this activity with your helper:

Every day we listen to our families, but sometimes we really don't do a very good job. Discuss with your helper some of the family talks you have been in recently. Try to remember who was involved and what was said. Talk with your helper about what you can do to become a better listener. Plan and practice a session to improve your family listening. How can you practice being a good listener? What kinds of things does a good listener do? Talk about a successful family discussion. How do you will know if it is successful?

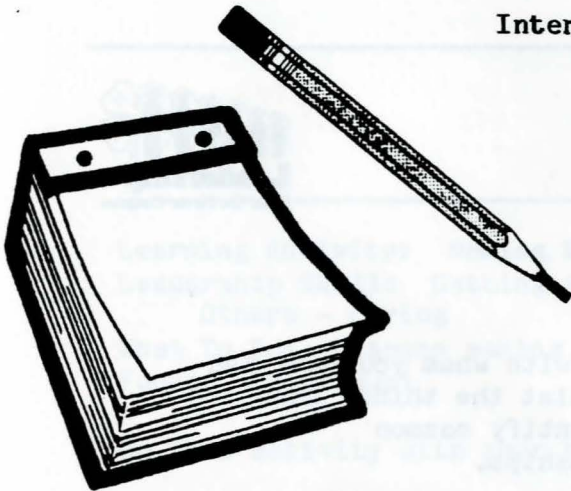
**Interpreting:** What happens when you really try to listen? What things show that you are listening? Do you feel you were successful in your practice? What other opportunities to practice listening can you think of?

Learning Activity: **Story Writing**  
Leadership Skill: Communicating - writing  
What To Do: Write a personal story  
Focus: Individual



Do this activity with your helper:

Write a story that you can share. This story should be about you and should not be over one page long. Include in your story your name and address, and then go on to tell whether you are a happy person, a quiet person or the kind of person you see yourself as. Write about what makes you that way. How does it make a difference in school, at home or with your friends. Discuss with your helper how accurate your story is from his or her viewpoint.



**Interpreting:** How close does the story come to being like the writer? What information did you feel you could share freely? Were there things you left out about yourself? Were there any surprises?

## Getting Along with Others

Everyone likes to have friends and make new friends. You like to get along well with others. This means caring about them. You can become a caring person by finding things you like about each person and ways you can let them know it.

Learning to meet others easily and feeling at ease in situations where you don't know those present is an important leadership skill. You get to know other persons in many ways. Learning to share yourself is a very important place to start. It is also important to trust one another.

Getting along with others also means accepting persons who are different than you are. You can learn to look for and appreciate fine qualities in them. The next exercises will help you practice learning about, meeting, and sharing yourself with others.

Sharing  
Meaningful Relationships  
Quarrels Spoil  
Making New Friends  
Getting Along With Friends  
Mug Shots  
Family Members

Interviewing  
Culture Quest  
Sharing in Two's  
Fireside Chat  
Positive Relationships  
Memorable Experiences  
Slogans and Bumper Stickers



Learning Activity: **Sharing**<sup>8</sup>  
Leadership Skill: Getting Along With  
Others - caring  
What To Do: Practice sharing  
Focus: Individual



Do this activity with your helper:

Share something very important that has happened to you. It can be exciting or troubling, but should be very important. After you have had an opportunity to share, discuss your feelings.

**Interpreting:** How did you feel about sharing? Was it easy or difficult? How did you and your partner react?

Learning Activity: **Meaningful Relationships**<sup>9</sup>  
Leadership Skill: Getting Along With  
Others - caring  
What To Do: Talk about special people  
Focus: Individual



Do this activity with your helper:

List on a piece of paper, five people with whom you have had special relationships. Beside each name, list the things that made that relationship special. Try to identify common characteristics of your meaningful relationships.

**Interpreting:** What are the common characteristics in your relationships? Why do you think these are important? What things could you do to make other relationships special?



Learning Activity: **Quarrel Spoils**<sup>4</sup>  
Leadership Skill: Getting Along With  
Others - caring  
What To Do: Discuss problems with  
friends  
Focus: Individual

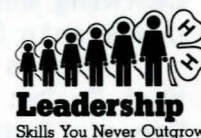


Do this activity with your helper:

Write 3 examples of when you have quarreled or gotten angry with a friend. Talk about what caused the situation: how did the disagreement happen?, what were the results? How do you feel about it now? You may want to compare several quarrels.

**Interpreting:** What were the common things in the quarrels? What could you have done to prevent them from happening? How do you feel about them now? What could you do in a similar situation to prevent the quarrel?

Learning Activity: **Making New Friends**<sup>4</sup>  
Leadership Skill: Getting Along With  
Others - caring  
What To Do: Discuss making new friends  
Focus: Individual



Do this activity with your helper:

Write down three examples of when you have tried to make new friends. Discuss how you make new friends. How did you approach someone you wanted as a friend? How did the new friend act? How do you feel about it now. You may want to compare several situations.

**Interpreting:** What were the common things in any of the experiences? What could you have done to make it better? How do you feel about the friendship now? What would you do now in a similar situation?



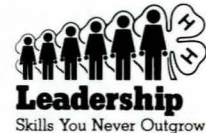


Learning Activity: **Getting Along With Friends**<sup>9</sup>

Leadership Skill: Getting Along With Others - caring

What To Do: Discuss your friends

Focus: Individual

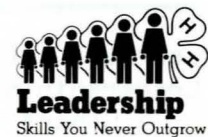


Do this activity with your helper:

Describe three examples of when you have had a good time with a friend. Talk about what caused the situation: what happened? how you feel about it now? You may want to compare several good experiences.

**Interpreting:** Were there common things in any of the good experiences? How do you feel about it now? What could you do in a similar situation to keep things going well?

Learning Activity: **Mug Shots**<sup>4</sup>  
Leadership Skill: Getting Along With Others - trusting  
What To Do: Collect feeling pictures  
Focus: Individual



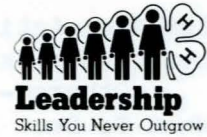
Do this activity with your helper:

Collect pictures that show feelings. Make flash cards with them. Using your card set, describe feelings shown in the pictures.



**Interpreting:** What feelings were the easiest to find? Do you think others would be able to guess the right feeling? What feelings often look similar to each other? With whom do you share feelings most often? Are there some feelings that you try not to show? Which ones. When someone shares personal feelings with you, how do you feel toward them?

Learning Activity: **Family Members**<sup>4</sup>  
Leadership Skill: Getting Along With  
Others - meeting/accepting  
What To Do: Think about your family  
Focus: Individual



Do this activity with your helper:

Draw a stick figure family like your own. Draw lines between figures to show who helps take care of each family member.



**Interpreting:** Who takes care of one another in your family? What is good about some people doing more? What things would you suggest to make the "caring for each other" better?

Learning Activity: **Interviewing**<sup>8</sup>  
Leadership Skill: Getting Along With  
Others - meeting/accepting  
What To Do: Interview someone you would  
like to get to know better  
Focus: Individual



Do this activity with your helper:

Select someone to interview. It may be your helper or even someone in your family. Ask the person you interview at least five questions. Reverse roles. Next share one thing you learned about each other.

Try to ask questions about the person, not about things.  
Some sample questions are:

What is your favorite feeling?  
What do you value most?  
If you could be anything or anyone, what would be?  
What makes you angry, happy, sad?  
Do you like to spend time alone or with other people?  
How do you feel right now?  
Whom do you trust the most?  
What is a favorite joke?

**Interpreting:** What did you learn about interviewing someone? How did you show your interest in the other person? What made your interview a good one? How did you feel when you were being interviewed?



**Learning Activity: Culture Quest<sup>4</sup>**  
**Leadership Skill: Getting Along With Others - meeting/accepting**  
**What To Do: Study another culture**  
**Focus: Individual**



Do this activity with your helper:

Select a culture or country in which you are interested. Find out about the family life, dating habits, child rearing ideas, diet and meals, worship and religious ceremonies, feelings for aged citizens, and other things you want to know. Write a short report and share it in your club or school.



**Interpreting:** What new ideas did you gain from this study? How did this study help you to better understand family life in the culture? What ideas do you think they could learn about you?

**Learning Activity: Sharing In Two's<sup>16</sup>**  
**Leadership Skill: Getting Along With Others - meeting/accepting**  
**What To Do: Talk to a partner**  
**Focus: Individual**



Do this activity with your helper:

Talk about "Some things I really enjoy doing." When you have finished with that subject, spend five minutes talking about "People that I really like." You may want to write your ideas on paper first and then talk about what you have written. Give your helper a chance to share his or her likes and favorite people.

**Interpreting:** What things do you enjoy doing that your helper also enjoyed? How did some of the things you enjoyed relate to the people you like? What things do you have in common with your helper, and/or the people you really like?

Learning Activity: **Fireside Chat**<sup>4</sup>  
Leadership Skill: Getting Along With  
Others - management  
What To Do: Plan a talk with your  
parents  
Focus: Individual



Do this activity with your helper:

Plan time for a "chat" with your parents. Write down questions ahead and then ask to talk with them at a private time. Ask them questions about when they were your age: what was happening in the world, what were their life styles? what was dating like? Describe their family life? What were their dreams? fears? hopes? After you talk with them, discuss what you learned with your helper.

**Interpreting:** How did your parents feel when they were young? What things were important, or stressful, or fun for them? How did you feel when you talked with them? Will what you know now change how you think about your parents?





**Learning Activity: Positive Relationships<sup>2</sup>**

**Leadership Skill:** Getting Along With Others - personal management

**What To Do:** Practice being positive

**Focus:** Individual



Do this activity with your helper:

Choose a person from one of these three categories:

- a. don't like very well, or
- b. don't know very well and would like to know better
- c. have difficulty relating to

Make an appointment to talk with the person about something that you have in common (a class, a problem, something you like, etc.). Remember to center your talk on finding out more about the individual rather than about yourself. Plan to make positive comments about the person and the way he or she thinks or does things.

At the end of the assignment write about the positive relationship experience and discuss what happen with your helper.

**Interpreting:** How did you feel making positive comments to another person? How did the other person react? In the beginning or at the end? What happens if positive comments aren't sincere? Did your relationship change with that person? How do you feel when someone says something positive to you? How might you use this approach again?



Learning Activity: **Memorable Experiences**<sup>13</sup>

Leadership Skill: Getting Along With

Others - personal management

What To Do: Think about you!

Focus: Individual



Do this activity with your helper:

Think about the most exciting experiences in your life. Then list the three most exciting on a card. On your card, describe at least one experience.

Discuss why the experience was exciting, what happened and other important facts. Be sure to include your feelings. You could also change from the three most exciting experiences to types of experiences such as those listed below.

The three most important experiences in my life.

The three happiest experiences in my life.

The three most upsetting experiences in my life.

The three people who have meant the most to me.

The three most significant things that have happened to my family.

The three questions I would most like to have answered.

Another variation would be to ask other people such as your family or friends what their most exciting experiences have been.

**Interpreting:** Why were these situations the ones you chose? How did you feel when you were talking? How would you like people to act in this sharing? What do you think these experiences make you feel?



Learning Activity: Slogans and Bumper  
Stickers<sup>16</sup>

Leadership Skill: Getting Along With  
Others

What To Do: Think up slogans

Focus: Individual



Do this activity with your helper:

Choose a topic from those listed below or choose a similar topic. Plan either a catchy slogan or bumper sticker that has meaning to you. Or design a poster that could help someone you know. Do one at a time.

At the end of the session, choose your favorite slogan, make a sample poster or bumper sticker. Explain your poster or bumper sticker to your helper, friends or group.

Examples of Topics:

Getting Along With Others  
Being Positive  
Sharing  
Health

On Being Me  
Communicating  
Families  
(Choose your own)

**Interpreting:** What was the hardest about making up the poster or bumper sticker? How did you decide on the topic? What special things did you try to include in the poster or bumper sticker? How do you feel about your finished poster?

# Learning to Learn

Learning is acquiring knowledge, physical skills, or attitudes. You do this by study, by trying things or by learning from other people. Learning happens all of your life. You learn by asking questions, by talking things over with others and by finding and organizing information. It involves thinking of things in new ways. You can also learn by experimenting and, most of all, by teaching others.

It is easier to learn if you know several ways to learn new things. The 4-H slogan is "Learn by Doing." The next learning activities will help you practice some skills for learning. These skills can help you learn anything — about people, about leisure interests and about school work. You will feel more at home with what you discover for yourself.

Checking Your Style

Recycling

What Do You See?

Imagining

Idea Book

The Sign Says

Practice Learning

Practice Asking

My Favorite Teacher

Showing Others





Learning Activity: **Checking Your Style**<sup>15</sup>  
Leadership Skill: Learning - environment  
What To Do: Check self  
Focus: Individual



Do this activity with your helper:

We tend to do many things by habit, and this does not help us learn very well. Becoming aware of the times and situations when we are ready to learn sometimes helps us to plan better for learning. Review the following learning conditions and decide what is best for you. You may want to have your family members do this too. Check all that apply.

I am more alert for new learning in the  
☐ early morning  
☐ midday  
☐ evening

The better way(s) for me to learn is to  
☐ read it  
☐ hear it  
☐ see it in pictures  
☐ try it  
☐ write it in my own words  
☐ explain it to someone else  
☐ draw a diagram or picture of it

The kinds of learning situations that I don't like are  
☐ large groups  
☐ small groups  
☐ using learning games  
☐ working with someone who picked me  
☐ working with someone picked for me  
☐ working with someone I don't know  
☐ working by myself  
☐ working on team projects  
☐ working in a very noisy place  
☐ being interrupted while I'm learning  
☐ having to stop when I'm not finished  
☐ having nothing to do while I wait for others to finish

**Interpreting:** What situations are best for you?  
If you were going to make up the perfect way to learn, what would it be? How can you improve the ways you learn right now?

Learning Activity: **Recycling**<sup>15</sup>  
Leadership Skill: Learning - creativity  
What To Do: Change an old game to a new  
                  one  
Focus: Individual



Do this activity with your helper:

One easy way to create a new game is to take a familiar game and change some of the rules. Choose a favorite game of yours -- checkers, scrabble, ping-pong, baseball, hopscotch -- and recycle some of its rules. For example, turn a competitive game into a team -- cooperative one, or add to one that is just a mind game. Work out the rules with your helper. Try playing it in the new way and see what kinds of things happen.

**Interpreting:** How hard was it to think through new rules for old games? Were you able to design rules that made sense. Were the rules just for fun? When you played the game, what happened? How did the new rules affect the game?

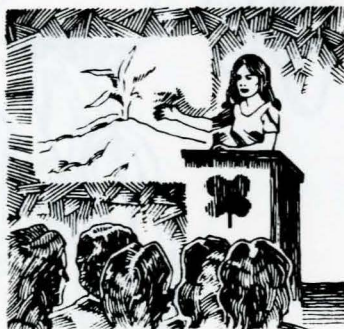
Learning Activity: **What Do You See?**<sup>4</sup>  
Leadership Skill: Learning - creativity  
What To Do: Look at a Drawing  
Focus: Individual



Do this activity with your helper:

Complete a drawing that has different lines and shapes in it. Look at the enclosed spaces and see if you can see common everyday things like animals, people, trees, or other things. Color the objects with different colors. Explain your drawing to your Helper or family.

**Interpreting:** What were the most difficult shapes to identify? How were you able to overlook some lines to see shapes? Were there shapes which had to be forgotten because other shapes were better? How did you explain all the shapes to your helper?





Learning Activity: **Imagining**<sup>15</sup>  
Leadership Skill: Learning - creativity  
What To Do: Imagine yourself in several scenes  
Focus: Individual



Do this activity with your helper:

Sometimes it is fun to think about all the things we could do in a particular setting. Read the scene descriptions below, and plan together what you would do. Do one scene at a time. Have fun with it and remember to try to feel like you really there:

Scene 1. You're on your way for a weekend at the lake. You're looking forward to the time away and the play at the beach, but you have a six-hour drive on a rather boring freeway ahead of you. You spend some of the drive in talking about things that aren't very important, some in not talking at all or sleeping, and then, to pass the next couple of hours you suggest a game. What will you suggest? -- you create a new game, one that really is fun and shares a lot about you and other players

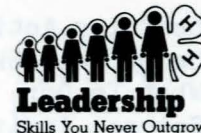
Scene 2. You're at the lake. You've purposely left behind your beach balls and your frisbee. You've taken a nap. Now you're ready for something different to do. Create a game for the beach with sand, water, sticks, and shells.

Scene 3. You're at the side of a child who is recovering from measles. He or she needs to stay in bed and not use his or her eyes. You have your imagination and an hour to play. What games can you do together that use your minds to play?

Sometimes it is hard to get in the right mood to do this, so don't be upset if you don't do it easily the first time. Try again!

**Interpreting:** How many different ideas did you have? What were some of the ideas that you didn't use? Did you find yourself going in one direction and then changing? Were you able to create ideas that would fill the whole time? What other scenes can you develop and explore?

Learning Activity: **Idea Book**<sup>9</sup>  
Leadership Skill: Learning - techniques  
What To Do: Keep an Idea Book  
Focus: Individual

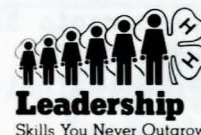


Do this activity with your helper:

Keep an "Idea Book" in which to write down good ideas that you have or that you gather from someone else. You may especially want to use it while you listen to people speak in your club, church, or at school. During the speeches, write down one thing that you learned or maybe some words that mean something to you. This is an excellent way to keep track of ideas for future use. Try to write at least one idea per week.

**Interpreting:** What different places have you been able to get good ideas? Are very many of your new written ideas alike? How do you think this will help you prepare to talk to others? Why are these signs called universal?

Learning Activity: **The Sign Says**<sup>4</sup>  
Leadership Skill: Learning - techniques  
What To Do: Explain Universal Traffic Signs  
Focus: Individual



Do this activity with your helper:

Go to the Secretary of State's Office or the Driver's License Examining Station and get a copy of the Bicycle Rules of the Road. As you review the booklet, determine which signs are called the universal traffic signs. Make a set of these signs large enough to be seen. Test your friends and parents on how well they can "read" them.

**Interpreting:** How hard was it to get a copy of the Rules? Were you able to figure out which were the right signs? How well did your friends and family do on the test? Were you able to help them?





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Learning Activity: **Practice Learning<sup>5</sup>**  
Leadership Skill: Learning - resources  
What To Do: Read  
Focus: Individual



Do this activity with your helper:

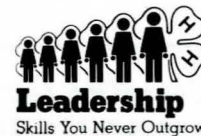
Practice learning by reading. You may choose a special project and go to the library, the Extension office, or an expert's home. Ask for information on your project. Some suggestions would be a study of the state, your city, or your father or mother's job. Read and ask questions and then share your information with your family and your helper.



**Interpreting:** Were you able to get enough information to help you in your project? What method helped you find good material to read about your project? Were you able to learn very much about your project?

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Learning Activity: **Practice Asking<sup>5</sup>**  
Questions  
Leadership Skill: Learning - resources  
What To Do: Asking questions  
Focus: Individual



Do this activity with your helper:

Write some questions that you can ask people that will help you learn something. This will help you when you are talking with someone. When they answer your question, you listen carefully to what they say. If your questions are written on paper, then you don't have to worry about what to say next. Here are some ideas of people to talk with and information to learn:

- \*interview an Extension adviser about his or her job.
- \*ask another professional (banker, lawyer, doctor, etc.) about his or her responsibilities.
- \*interview your teachers or 4-H leaders about their positions and why they like them.
- \*talk to coaches, electricians, plumbers, or businessmen and women about a typical day for them

**Interpreting:** What were the fun parts of this activity? How did the interviews change from person to person? Why was it helpful to you to have the questions written down? Were you surprised at some of the answers they gave? Did the answers given help you get new questions?

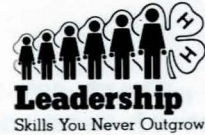
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**Learning Activity: My Favorite Teacher<sup>15</sup>**

**Leadership Skill:** Learning - teaching

**What To Do:** Think about your favorite teachers

**Focus:** Individual



Do this activity with your helper:

Exchange stories about your favorite teachers. Remember two or three teachers who were really special. Take the time to describe your favorite teacher: looks, actions, ways of teaching, and special things that made him or her a good teacher. Discuss those things that are about the same, and why they are important in a good teacher.

**Interpreting:** What things do the good teachers have in common? Which of these good things is most important? How can you expect teachers to develop these skills? When you teach someone a new skill, do you use any special skills or techniques your favorite teacher uses?

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**Learning Activity: Showing Others<sup>5</sup>**

**Leadership Skill:** Learning - teaching

**What To Do:** Show a friend

**Focus:** Individual



Do this activity with your helper:

Select something that you are interested in or have taken as a project or hobby. Show a member of your family or a friend how to do something related to that interest. You may even want to prepare a poster or an exhibit to teach others something you've learned.

**Interpreting:** How did you choose your topic? What things were important to include in your sharing? What other projects can you share?





# Making Decisions

Every day you make decisions, many little ones and a few big ones. A lot of these decisions are made without much thought. For example, when you want a sandwich, you have to decide if it will be peanut butter, jelly, or peanut butter and jelly. Which choice you make probably won't make much difference in your life or to anyone else.

But sometimes you make much more important decisions. You may decide not to take a course in school that will limit all the courses you can take after that. Or you may choose some friends who want you to do some things you don't think are right. These decisions are so important that they can affect your whole life. You look at a situation, decide things you might do, evaluate your choices, then decide what you will do.

Learning how to make decisions is something everyone needs to do. You think about what you want to do. Then you set goals you can reach. You discover things that will help you reach your goals. The next learning activities can be fun. And they can help you learn to decide.

Thinking About Decisions You Make  
Greeting Card Pick  
Slogan Hunting  
Understanding Decision Making  
Resource File  
Community Resources  
Resource Hunt  
Community Resources  
Decision Collage  
Make A Decision  
Decision Stand

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Learning Activity: **Thinking About  
Decisions You Make**

Leadership Skill: Making Decisions -  
process

What To Do: Think about decisions you  
make

Focus: Individual

Do this activity with your helper:

Write down all the decisions that you usually make between the time you get up and noon. Use a typical day. Talk about these decisions, think about how important each is. Discuss whether one decision affects or makes a difference with other decisions.

**Interpreting:** How important are these decisions to your future? Talk about the three most important decisions you think a person can make in a lifetime. What about each is important? When would be an ideal time to make each decision? How do the decisions you make every day relate to these big decisions?



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Learning Activity: **Greeting Card Pick**<sup>5</sup>

Leadership Skill: Making Decisions -

gathering information

What To Do: Choose a card

Focus: Individual



Do this activity with your helper:

Go to the greeting card section of a local store. Select one card for a specific occasion for a specific person. After you have selected the card, share why you selected that particular card.

**Interpreting:** What things were considered in the decision? How did your personal likes and dislikes change the decision? What other things would change the final outcome of the decision? What differences would there be in your choices if you were choosing a card for a grandparent or a young child? What things about the person you are giving the card to make a difference in your choice?

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Learning Activity: **Slogan Hunting**<sup>5</sup>

Leadership Skill: Making Decisions -

gathering information

What To Do: Look for slogans

Focus: Individual



Do this activity with your helper:

Look for or list famous slogans that may influence how decisions are made. Look at billboards or ads in newspapers and TV for these slogans. Discuss what qualities slogans have and how they help or influence people in making decisions.

**Interpreting:** How difficult was it to find slogans? How do the slogans influence or help people make decisions? In what ways could those slogans help you make decisions?



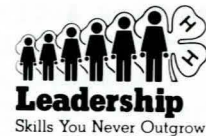


**Learning Activity: Understand Decision Making**

**Leadership Skill: Making Decisions - gathering information**

**What To Do: Talk about this form**

**Focus: Individual**



Do this activity with your helper:

When we make decisions, sometimes we spend a great deal of time. Other times, it seems that we don't stop to think about the decision. Look at the activities in the left column below and check how much thought you give to that decision.

When I Make Decisions About...	I Think It Through Carefully	I Give It Some Thought	I Don't Stop to Think
1. Saving money			
2. Choosing friends			
3. Choosing hobbies			
4. Buying snacks			
5. Getting along with my family			
6. Joining clubs, teams, activities			
7. Selecting school classes			

**Interpreting:** Think about your answers. How do you make decisions? Discuss your answers with your helper. Are you a thoughtful decision maker? Which decisions are important? Unimportant? Which decisions do you want to spend more time making in the future?

Learning Activity: **Resource File**<sup>8</sup>  
 Leadership Skill: Making Decisions -  
    gathering information  
 What To Do: Keep a resource file  
 Focus: Individual



Do this activity with your helper:

Set up a file of resources (people, places, or things that can help you do things you want to do) in your community. Resources are things that we can use to help us in accomplishing things. Resources can be found both within us and around us. Often they are objects or items we use everyday. Your resource file can include any of the people or things that you can tap for your use. It may be kept on cards or in a notebook.

A sample form might be:

Resource	Contact Person	Phone Number	Address	Notes
Photography teacher	Mr. Marshall	444-3228	1407 E. Walnut	has dark room

**Interpreting:** What kinds of resources would be of most use to you in the resource file?  
 What other people could help you add to your resource file? How could you expand the file to help your family?

Learning Activity: **Community Resources**<sup>8</sup>  
 Leadership Skill: Making Decisions -  
    gathering information  
 What To Do: Draw a picture of your community  
 Focus: Individual



Do this activity with your helper:

Go to your city hall, courthouse or Association of Commerce and request or purchase a map of your community or county. Together with your helper, think of the resources that are available to you, your family, or to others. Make a list and identify these resources in your community. Locate them on the map of your community. These resources may range from the public library to the county Extension office. Think of as many community resources as you can. You may even want to visit some of them if you are not sure of where they are located or want to find out more about the resources they have to offer.

**Interpreting:** What community resources do you use right now? Which one will you use in the future? Which resources do you need to learn more about? What resources, when you name them, make you think of others?



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Learning Activity: **Resource Hunt**<sup>7</sup>

Leadership Skill: Making Decisions -  
resources

What To Do: Play the game

Focus: Individual



Do this activity with your helper:

Resources are the things you have that help you get what you want. Resources can be people, money or alternatives to money, or things. Make a list of 10 to 15 resources in your neighborhood that can be used to help your family spend less money, care for each other better, buy needed things. Write the resources you have thought of down on a piece of paper, listing them in the three categories: people, money, or things. See if you can add other resources if your lists need more.

**Interpreting:** Which kind of resources were easiest to list? What resources might make you think of other additional resources? Are some of these resources more important to people at different ages?

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Learning Activity: **Decision Collage**<sup>5</sup>

Leadership Skill: Making Decisions -  
resources

What To Do: Make a collage

Focus: Individual



Do this activity with your helper:

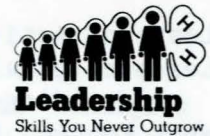
Write down decisions you make every day, decisions you make sometimes and decisions you will have to make in the future. Together, look through magazines, newspapers, etc., to find pictures or words that remind you of decisions you make. Place them in three sections on a large sheet of paper or poster board. 1) have to make everyday; 2) make sometimes; and 3) have to make in the future.

Paste the things you have collected in the collage. After the collage is completed, tell a friend about the decisions in the collage.

**Interpreting:** Which of these decisions will be important one year from now? How are some of the decisions related to one another? Which decisions involve other people? What will influence your decision?

Learning Activity: **Make A Decision**<sup>7</sup>  
Leadership Skill: Making Decisions -  
process

What To Do: Select a decision  
Focus: Individual



Do this activity with your helper:

The steps in decision making are as follows:

1. Identify or define the problem.
2. Gather information.
3. List alternatives.
4. Weigh alternatives.
5. Decide on action.
6. Take action.
7. Evaluate the results.

Think about a decision you need to make and write it on a sheet of paper. Using these steps as a guide, complete the steps in the decision making process about your decision. Following is an example of the steps applied to choosing a 4-H project.

Example:

1. Identify or define the problem:  
Select a new 4-H project.
2. Gather information:  
Read project listing and things suggested to do in various projects. Look at 4-H exhibits of others. Talk to other 4-H'ers. Talk to parents and leaders. Think about related careers and school subjects.
3. List alternatives:  
List projects interested in.
4. Weigh alternatives:  
Compare them on the following:
  - \*interest in learning about it.
  - \*resources available i.e. money, equipment, supplies, people to help, references, facilities.
  - \*opportunity to learn more.
  - \*time to devote to it.
  - \*other people to learn with.
5. Decide on action:  
Choose a project that meets the most important criteria.
6. Take action:  
Enroll in project, set goals, complete learning activities.
7. Evaluate the results:  
Did I like the project and learn? Is there more I'd like learn?

**Interpreting:** Discuss the decision you made with your helper. Did you complete all the decision making steps? What were the easy parts? What happens if you skip steps? What step would you want to spend more time on?



Learning Activity: **Decision Stand**<sup>5</sup>  
Leadership Skill: Making Decisions -  
deciding  
What To Do: Practice making decisions  
Focus: Individual



Do this activity with your helper:

Read the following short cases and discuss the things you need to think about to make a decision:

1. You want to do something special for a friend on his or her birthday. You are deciding between sending a special card or buying him or her a favorite sundae.
2. Your family has decided to buy a small computer for home use. How will you help your family decide on size, cost, brand, extras, and software?
3. You want to pick a 4-H project that is fun and will help you learn how to cook. Look at two project manuals to help you choose.

Couple other options:

4. You have the option of going to babysit and make some money for a project you want to buy or going to the game to be with your friends.
5. Choose between going to the library to prepare for a paper which is due or helping your neighbors (who are in poor health) with chores.

**Interpreting:** How were the decisions made? How important was past experience in making these decisions? What other decisions do you make that you can discuss with your helper? How could an understanding of the decision making steps help to make these decisions? How do you decide if decisions are very important?



# Managing

Did you ever want something but didn't know how to get it? Managing is using the things you have to get the things you want. You learn to manage your skills, time, money, and other resources. An important part of managing is planning. You decide what is important to you and that helps you decide how to use what you have. Planning helps you use your time so you can do the things you want to do. Planning also helps you decide the steps you need to follow to reach your goals.

Organizing ideas, things, and people are other important parts of managing. The learning activities that follow will let you practice and increase your skills in managing.

Goal Search  
Other's Goals  
Life Goals  
Shared Goals  
Plan A Day  
Needed Resources  
Owning Decisions  
Grading Decisions



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Learning Activity: **Goal Search<sup>5</sup>**  
Leadership Skill: Managing - goals  
What To Do: Hunt for goals  
Focus: Individual



Do this activity with your helper:

Goals usually take the form of something we want to do or something we would like to have. Find a pair of scissors and some old magazines that you can cut up. Look through the magazines, and cut out pictures of things you would like to have or would like to do. Find at least three pictures or words describing the things you would like to have or do. Place them on a piece of paper and write a goal about each under it. Talk about how you worded each goal, checking to see if it was clear.

**Interpreting:** How difficult was it to state your wishes as goals? Would these goals require a long time or a short time to make them happen? What short term or smaller goals would you have to reach before achieving the long term goals? What other things in your lives could we say are goals?



Learning Activity: Others' Goals<sup>10</sup>  
Leadership Skill: Managing - goals  
What To Do: Interview others about their goals  
Focus: Individual



Do this activity with your helper:

Both individuals and groups have goals. Individual goals are things wanted or needed by one person. For example, you may have a goal to buy a T-shirt or get a paper route. Group goals are worked on by several people who want the same thing. For example, a football team wants to win a game or a group of youth may need a chaperone of their group.

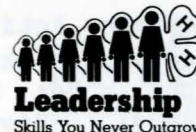
Interview family members or friends, so you can learn some more clues to understanding goals. Before you interview anyone, plan some questions you wish to ask. For example, you might ask:

- \* Tell me something you intend to do this month?
- \* Is it something you need or you want?
- \* When do you think you will do it?
- \* Will you do it alone or will someone help you?

Ask two or three friends or family members if they will help by answering the questions. After conducting several interviews summarize each on paper by describing what each person's goal was, how long it will take, and who will do it.

**Interpreting:** Which goals were individual goals? Were there any group goals? Which goals were wants and which were needs? Were the goals over a short or a long time? How difficult was it for your friends or family to state goals? How realistic do you think their goals were? Do you think it's a good idea for people to think about what their goals are?

Learning Activity: **Life Goals**  
Leadership Skill: Managing - goals  
What To Do: Set goals  
Focus: Individual



Do this activity with your helper:

Write at the top of a sheet of paper the question. "What are my lifetime goals?" Take two minutes to list answers to the question. Include as many answers as possible. Take an additional two minutes to make any changes you feel are necessary to be fully satisfied with the list.

Define your goals further by answering a second question. "How would I like to spend the next three year?" Again list your answers as quickly as possible for two minutes. Then take another two minutes to review and include whatever may have been missed.

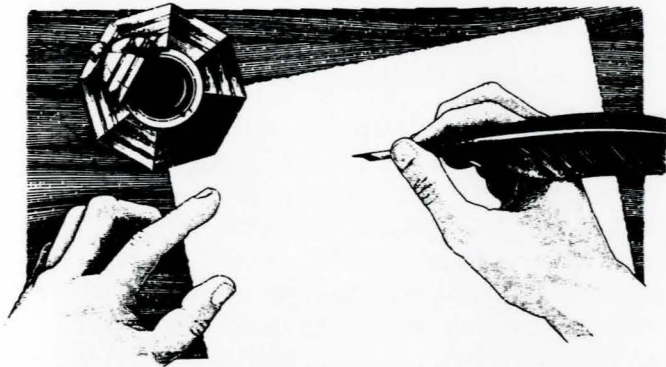
For a different perspective, write down this third question. "If I knew now I would be struck dead six months from today, how would I live until then?" Write your answers as quickly as possible for two minutes. Make changes as you did with the first two lists.

Now spend additional time reviewing and improving your goal statements. Take your life goals and selecting your first, second and third priorities. Do the same with the other two lists.

At this point, you should have ideas for nine goals. Pick the three most important, write a goal for each on a new piece of paper headed, "My three most important long-range goals are" Write your three most important goals.

You may want to repeat this process over time.

**Interpreting:** After going through all the steps, did you change your mind about what goals are really most important to you? How surprised would your helper or family be about your life goals? Do you think their goals are similar to yours? How do goals change? What can you do to reach these goals?





Learning Activity: **Shared Goals**<sup>10</sup>  
Leadership Skill: Managing - planning  
What To Do: Share information  
Focus: Individual



Do this activity with your helper:

Talk with an older person who has done something you would like to do, such as driving a car, playing on a school team, learning a musical instrument, or being elected to a club office.

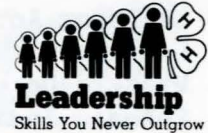
Ask this person to tell you the important decisions he or she made when choosing the goal, planning how to reach the goal and following a plan.

Prepare a poster using a drawing or magazine pictures to show the goal. Divide the rest of the space into parts and write in the important decisions the person made when (1) choosing or selecting the goal, (2) planning to reach the goal, (3) taking action, and (4) checking the plan to reach the goal.

**Interpreting:** How did you decide on a person to talk with? How did he or she follow the managing process of setting a goal, planning, taking action, and checking back? What things affected how this goal was set or reached? What do you feel you learned from this interview activity?



Learning Activity: **Plan a Day**  
Leadership Skill: Managing - planning  
What To Do: Plan a day  
Focus: Individual



Do this activity with your helper:

Plan an entire 24 hour day. List the activities of the day in order on a piece of paper or newsprint. Make it as detailed as possible. Give the amount of time you think each activity will require. After you have finished, describe the list to your helper. See if you left something out that should have been included.

Plan a day in the future and list the events of the day in their order of importance.

Many things happen during a day which can be planned. Others may just happen unexpectedly. Look at the days you planned and see how much time is allowed for "unplanned" activities.

**Interpreting:** What is the best way to plan for a day's activities? How could you best deal with the "unplanned" and still finish the planned activities? What activities did you identify as the most important? How would you be sure they happened? What did you learn about planning a day from this activity? How can you use what you learned?



Learning Activity: **Needed Resources**<sup>10</sup>  
Leadership Skill: Managing - planning  
What To Do: Talk to others about goals  
Focus: Individual



Do this activity with your helper:

Resources are the things or tools you use to reach goals. You have resources within you. These are called internal or human resources. For example, your energy or go power is an internal resource. Your skills and knowledge or brain power are also internal or human resources. You also have external or non-human resources. Your home, school, money, time, books, other people, natural resources, and space are examples of external resources.

Both internal and external resources are usually limited. Money and time are examples of limited resources. People usually do not have all the money they want or need to reach goals. And we have only twenty-four hours of time each day to use as a resource.

Even though some of your internal resources such as energy or go power have obvious limits, your skills and knowledge or brain power can increase through further experience, education and training. Talk with an older member of your family or with your friend about one important goal he or she is planning to reach within the next year. List the goal on a chart like the one below, then make a list of all the important resources the goal setter will need to reach the goal. Divide the list into two parts. Put the internal resources needed in one column and the external resources in the other. Place a check in front of the resources the individual already has. Place an "X" in front of the resources he or she will need to get.

IMPORTANT GOAL: \_\_\_\_\_

#### IMPORTANT RESOURCES NEEDED

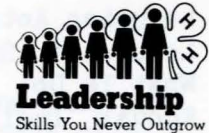
INTERNAL

EXTERNAL

_____	_____
_____	_____
_____	_____

**Interpreting:** How would you describe resources to someone who needed more information about them? How many different kinds of resources did the person you interviewed need? What other resources do you know of that could be used? Did you find internal or external resources to be more difficult to obtain? Why is it helpful to think about resources when setting goals?

**Learning Activity: Owing Decisions**  
**Leadership Skill: Managing - evaluating**  
**What To Do: Check back on your decisions**  
**Focus: Individual**



Do this activity with your helper:

It is important to remembering that each person is responsible for each decision he or she makes. Suppose you decide to walk to school instead of riding your bike. You leave on foot at the time you usually leave on the bicycle. You arrive late. You are responsible for the decision that resulted in your lateness.

Think about all the decisions you have made today. List two or three decisions you think were wise decisions and two or three that may not have been good decisions. Talk with your helper about why you made these decisions. What were the results?

Decisions can help you work toward a big goal. One decision can affect another decision. A decision can also affect a present or future goal. You are responsible for your decision, even though you cannot always predict the results.

**Interpreting:** How can making a poor decision affect you? What will your good and bad decisions do to people or your relationship with others? How can you make better decisions and avoid making poor decisions? Can you set a personal goal for making better decisions?



Learning Activity: **Grading Decisions**<sup>10</sup>  
Leadership Skill: Managing - evaluating  
What To Do: Check back on decisions  
Focus: Individual



Do this activity with your helper:

Choosing between conflicting goals is not easy. You have to judge each goal against the other and choose the one that best suits your needs and wants.

Suppose your mother has a bad cold, and you offer to be extra help around the house on Saturday. Saturday morning you are invited to go swimming with a friend. You can reach one of the goals, but you can't manage both. You decide to stay home and help with household errands because your mother really needs your help. You hope to be invited to swim another day. You judged the two goals and chose the one that best suited your needs. If your mother had not been ill, you might have made another choice.

Visit with two adults to learn more about conflicting goals.

Questions you might ask are:

- \* Have you ever had to choose between two important goals?
- \* What were they?
- \* How did you decide between them?
- \* Did you reach the goal you chose to work for?
- \* Are you pleased that you made the decision to choose this goal rather than the other? Why?

Choosing between conflicting goals isn't easy. But with management know-how, your decision-making will be easier. You will know how to judge between two or more goals and make the decision you think best.

**Interpreting:** How does reviewing or checking back on the decisions help you make better decisions the next time? What things might change the way you feel about a decision? When you make your own decisions are you still able to accomplish the goal you set? Can you think of times when you had to choose between two unpleasant options? How did the decision work out? Would you make the same choice again?

# Working with Groups

Many of the things you do each day are done in groups. You play on sports team, you go out with a group of friends, and you are part of a class group at school. Your 4-H club is a group, too.

People can do many things when they work together as a group that they can't do alone. People work together to reach goals. Groups that work well work together work as a team, and members cooperate with each other. You need to know how to be an active part of a group, and you need to understand how groups work to lead them. The learning activities that follow will help you explore groups and practice working in and leading them.

Accent On Meetings  
Good Member  
Groups To Which I Belong  
Ways Of Acting  
Selfing Life  
Design Your Own Clover  
Making A Machine

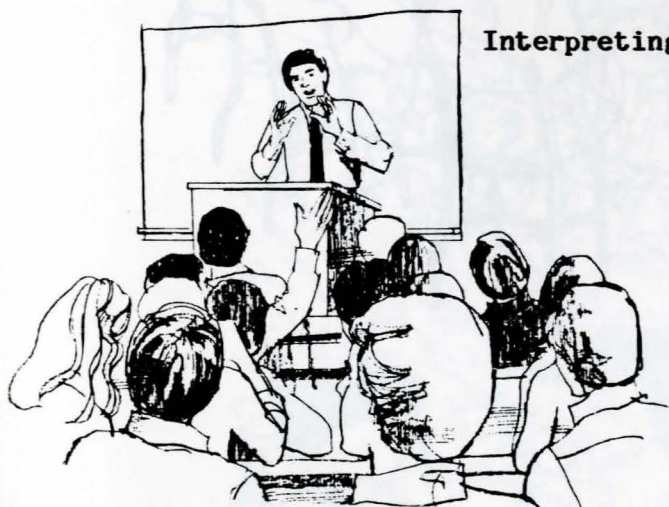
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Learning Activity: **Accent on Meetings**<sup>5</sup>  
Leadership Skill: Working With Groups -  
decisions  
What To Do: Observe a meeting  
Focus: Individual



Do this activity with your helper:

Attend one meeting of a community group (Rotary, Kiwanis, School Board Women's Club, City Council, etc.) Observe and make notes on how they conduct a business meeting. Listen for important parts of the meeting like motions and officer responsibilities. Write down ideas you might use to help improve your own group. Discuss what happened with your helper.



**Interpreting:** What do you feel are the important things that happen in a meeting? Motions usually start out about the same each time; what is the wording? How is order maintained? What ideas could be used in your own club?



Learning Activity: **Good Member**<sup>5</sup>  
Leadership Skill: Working with Groups  
What To Do: Attend groups  
Focus: Individual



Do this activity with your helper:

Decide to attend several groups that meet on a regular basis such as the City Council, community groups, or youth groups; watch and participate in the meeting. You may want to make notes on what you see. Look for things like when the meeting started, who were the leaders (at different times), what did they do, and how did people feel about what happened. Discuss your notes with your helper.

**Interpreting:** What was the name of the group? What is/was the purpose of the group or activity? Did all members of the group participate and have an active role? Why or why not? Were members of the group good group members? Why or why not? What did you observe about the leaders.

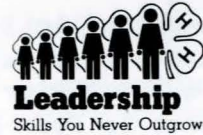


**Learning Activity: Groups To Which I  
Belong<sup>5</sup>**

**Leadership Skill:** Working with Groups

**What To Do:** Discuss groups you are in

**Focus:** Individual



Do this activity with your helper:

We live in groups, learn in groups, play in groups, and worship in groups. We know that working together is fun, and the most democratic way to get things done. Many kinds of work simply cannot be done by just one person, so we have to work together. A group consists of two or more persons working together toward a goal. People watching a fire are simply gathered together; firemen working to put out the fire are working as a group.

A 4-H club plays an important part in helping members learn to work together in groups. By working together, we learn to: 1) trust and respect each other, 2) make use of the talents of each member, and 3) make decisions that help the whole group. We work in groups with our families, friends, and classmates in many daily activities.

With your helper or family list the groups of which you are a member. Include groups that have names (formal) and those groups of people who work together even without a name (informal). Your helper and family can add to your list. Be sure to include all kinds of groups to which you belong such as family, church, 4-H, scouts, friendship groups, baseball teams, etc.

**Interpreting:** To how many different groups do you belong? Why are these groups important to you? What reasons do you have for staying with the groups? Joining new ones? Why do people belong to groups?





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Learning Activity: **Ways of Acting**<sup>1</sup>

Leadership Skill: Working With Groups -  
behavior

What To Do: Discuss meetings

Focus: Individual



Do this activity with your helper:

Talk about the different ways people act in meetings (thinking, talking, agreeing, discussing, leading, following directions, etc.) Write them down and then talk about what each action does to help or hinder the groups getting things done.

**Interpreting:** What actions help the meeting the most? How do some ways of interfere with meeting? How should we act to make better meetings?

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Learning Activity: **Selfing Life**<sup>1</sup>

Leadership Skill: Working With Groups -  
needs

What To Do: Describe yourself

Focus: Individual



Do this activity with your helper:

Spend two minutes thinking of 6 words that end in "ing" that describe your actions and feelings when you are in a group of friends (listening, trusting, caring, giving). Share your 6 words with your helper. What did you learn from "selfing", describing yourself using "ing" words?"

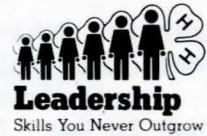
**Interpreting:** Would your words be close to the same ones used by your friends? What happens when the selfing words of group members are really different from one another? Why do you think it's important to think about how people feel and act in groups?

**Learning Activity: Design Your Own Clover<sup>5</sup>**

**Leadership Skill: Working With Groups -**  
needs

**What To Do:** Design a clover

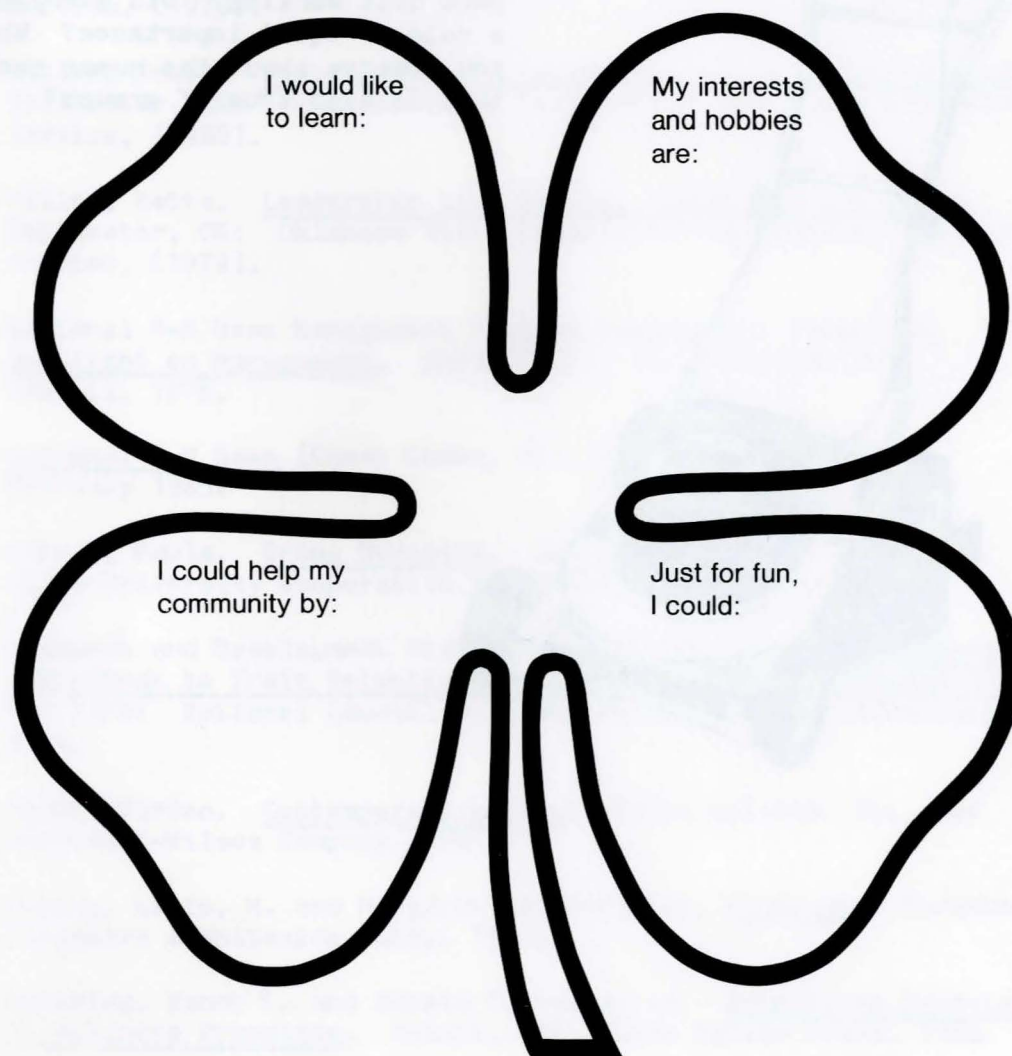
**Focus:** Individual



Do this activity with your helper:

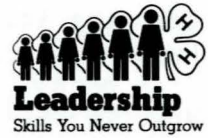
Get a big piece of plain paper and pens/markers. Draw a four leaf clover using the pattern on this page. Under the headings in the four petals of your 4-H clover write: things you would like to learn, ways you could help your community, your hobbies, and what you would like to do just for fun. Think about how these ideas could be done in your 4-H club. Tape your clover to a wall or lay it on a table or on the floor. Discuss your ideas with your helper.

**Interpreting:** What things are on your sheet that could you share with someone else or with your community? Do you think there are others with the same ideas who could help accomplish what you want. How can people working together accomplish more than one person alone?





Learning Activity: Making a Machine<sup>8</sup>  
Leadership Skill: Working With Groups -  
cooperating  
What To Do: Imitate a machine  
Focus: Group



Instructions for group leader:

You may divide a large group into smaller groups or work as one group. Machines are made up of many moving parts. Each group is to make a machine, with each member becoming a moving part, complete with sound. Examples of machines are a lawn mower, vacuum cleaner, or record player.

Begin with one person who stands in a central location of the group. Each individual participates as a part of the group by deciding on a movement made by part of the "machine," make repeating the motion as often as necessary. Each should be aware of the motions of others in the machine and how the machine develops with the addition of parts.

**Interpreting:** What feeling did you have before (and after) you joined the machine? How do you feel the machine worked? What surprised you about the experience? What would happen if one part quit working? Did everyone have a role of equal importance? What did you observe about the human machine that is also true of groups?



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